Mapping the Curriculum…Developing a Common Vocabulary Extracted from the National Standards for Describing Learning in Interdisciplinary Studies: Language Arts, Social Studies, Technology

**NCSS 10 Strands 1994-1995 Updated Draft 10/08**

I. **Culture**

Social studies programs should include experiences that provide for the study of culture and **cultural diversity**.

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and **multicultural society**, students need to understand **multiple perspectives** that derive from different cultural vantage points. This understanding will allow them to **relate to people in our nation and throughout the world**.

Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do **belief systems**, such as **religion** or **political ideals** of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with **geography, history, and anthropology**, as well as **multicultural** topics across the curriculum.

During the early years of school, the exploration of the concepts of **likenesses and differences** in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to **interact** with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

II. **Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

Human beings seek to understand their **historical roots** and to locate themselves in **time**. Such understanding involves knowing **what things were like in the past and how things change and develop**. Knowing how to **read and reconstruct the past** allows one to develop a **historical perspective** and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions?

This theme typically appears in courses that: 1) include **perspectives from various aspects of history**; 2) draw upon historical knowledge during the examination of **social issues**; and 3) develop the habits of mind that historians and scholars in the humanities and social sciences employ to study the past and its relationship to the present in the United States and other societies.

Learners in early grades gain experience with **sequencing** to establish a **sense of order and time**. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold **different views** about the past and to understand the linkages between **human decisions and consequences**. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students, through a more formal study of history, continue to expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in **historical perspectives**, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

III. **People, Places, and Environments**

Social studies programs should include experiences that provide for the study of people, places, and environments.

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the groupings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the **relationship between human beings and their environment.** In schools, this theme typically appears in units and courses dealing with **area studies** and **geography.**

In the early grades, young learners draw upon immediate **personal experiences as a basis for exploring geographic concepts and skills**. They also express interest in things **distant and unfamiliar** and have concern for the **use and abuse of the physical environment**. During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the **fine arts**, sciences, and humanities. **Geographic concepts** become central to learners' comprehension of **global connections** as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core **geographic themes** to public policy is recognized and should be explored as students address issues of domestic and international significance.

IV. **Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity.

**Personal identity** is shaped by one's culture, by groups, and by institutional influences. How do people learn? Why do people behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? Questions such as these are central to the study of **how individuals develop from youth to adulthood**. Examination of various forms of human behavior enhances understanding of the relationships among **social norms and emerging personal identities**, the **social processes that influence identity formation**, and the **ethical principles underlying individual action**. In schools, this theme typically appears in units and courses dealing with **psychology and anthropology.**

Given the nature of individual development and our own cultural context, students need to be aware of the processes of learning, growth, and development at every level of their school experience. In the early grades, for example, observing brothers, sisters, and older adults, looking at family photo albums, remembering past achievements and projecting oneself into the future, and comparing the patterns of behavior evident in people of different age groups are appropriate activities because young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the **exploration, identification, and analysis of how individuals relate to others**. In the middle grades, issues of personal identity are refocused as the individual begins to explain self in relation to others in the society and culture

V. **Individuals, Groups, and Institutions**

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions such as schools, churches, families, government agencies, and the courts all play an integral role in our lives. These and other institutions exert enormous influence over us, yet institutions are no more than organizational embodiments to further the **core social values** ***LS Values of the Month??*** of those who comprise them. Thus, it is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? **How do institutions change**? ***250th?*** What is my role in institutional change? In schools, this theme typically appears in units and courses dealing with **sociology, anthropology, psychology, political science, and history**.

Young children should be given opportunities to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict-for example, when the school board prohibits candy machines in schools vs. a class project to install a candy machine to help raise money for the local hospital. They should also have opportunities to explore ways in which institutions such as churches or health care networks are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good.

VI. **Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Understanding the historical development of structures of **power, authority, and governance** and their evolving functions in contemporary U.S. society, as well as in other parts of the world, is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can we keep government responsive to its citizens' needs and interests? How can individual rights be protected within the context of majority rule? By examining the purposes and characteristics of various governance systems, learners develop an understanding of how groups and nations attempt to **resolve conflicts** and seek to establish order and security. Through study of the dynamic relationships among **individual rights and responsibilities**, the **needs of social groups**, and concepts of a **just society**, learners become more effective **problem-solvers** and **decision-makers** when addressing the **persistent issues and social problems** encountered in public life. They do so by applying concepts and methods of **political science and law**. In schools, this theme typically appears in units and courses dealing with **government, politics, political science, history, law, and other social sciences**.

Learners in the early grades explore their natural and **developing sense of fairness** and order as they experience relationships with others. They develop an increasingly comprehensive awareness of **rights and responsibilities** in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications.

VII. **Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of how people organize for the **production, distribution, and consumption of goods and services**.

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates **systems of exchange**, including **trade**, to improve the well-being of **the economy**, while the role of government in economic policymaking varies over time and from place to place. Increasingly these decisions are global in scope and require systematic study of an **interdependent world economy** and the **role of technology in economic decision-making.** In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of **economics**.

Young learners begin by **differentiating between wants and needs**. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic questions.

VIII. **Science, Technology, and Society**

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Technology is as old as the first crude tool invented by prehistoric humans, but today's technology forms the basis for some of our most difficult **social choices**. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the **natural and physical sciences**, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the **societal issues** related to science and technology.

Young children can learn how **technologies form systems** and how their daily lives are intertwined with a host of technologies. They can study how basic technologies such as **ships, automobiles, and airplanes have evolved** and how we have employed technology such as air conditioning, dams, and irrigation to **modify our physical environment**. From history (their own and others'), they can construct examples of **how technologies such as the wheel, the stirrup, and the transistor radio altered the course of history**. By the middle grades, students can begin to explore the complex relationships among technology, human values, and behavior. They will find that science and technology bring changes that surprise us and even challenge our beliefs, as in the case of discoveries and their applications related to our universe, the genetic basis of life, atomic physics, and others.

IX. **Global Connections**

Social studies programs should include experiences that provide for the study of global connections and interdependence.

The realities of **global interdependence** require understanding the increasingly important and **diverse global connections** among world societies. Analysis of tensions between national interests and global priorities contributes to the development of possible solutions to persistent and **emerging global issues** in many fields: **health care, economic development, environmental quality, universal human rights**, and others. Analyzing patterns and relationships within and among **world cultures**, such as **economic competition** and **interdependence**, age-old **ethnic enmities**, **political and military alliances**, and others, helps learners carefully examine policy alternatives that have both national and global implications. This theme typically appears in units or courses dealing with geography, culture, and economics, but again can draw upon the **natural and physical sciences** and the humanities, including literature, the arts, and language.

Through exposure to various **media** and **first-hand experiences**, young learners become aware of and are affected by events on a global scale. Within this context, students in early grades **examine and explore global connections and basic issues and concerns, suggesting and initiating responsive action plans.** In the middle years, learners can initiate analysis of the interactions among states and nations and their cultural complexities as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, interactions, and consequences, including addressing critical issues such as **peace, human rights**, **trade**, and **global ecology**.

X. **Civic Ideals and Practices**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of **civic ideals** and practices of **citizenship** is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in **diverse societies** as well as at home, and in determining how to close the gap between present practices and the ideals upon which our **democratic republic** is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the **world community**? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

In the early grades, students are introduced to civic ideals and practices through activities such as **helping to set classroom expectations**, examining experiences in relation to ideals, and determining how to **balance the needs of individuals and the group**. During these years, children also experience **views of citizenship in other times and places through stories and drama.** By the middle grades, students expand their ability to analyze and evaluate the relationships between ideals and practice. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both **individual dignity** and the common good. They learn by experience how to participate in community service and political activities and how to use **democratic process** to influence public policy.